

## D P COOPER ELEMENTARY

4568 Seaboard Road  
Salters, South Carolina 29590

**GRADES** K-6 Elementary School

**ENROLLMENT** 239 Students

**PRINCIPAL** Lorene Bradley 843-387-5425

**SUPERINTENDENT** Kenneth Gardner, Ed.D. 843-355-5571

**BOARD CHAIR** Lucille B. Scott 843-382-8303

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	29	35	2

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Below Average	Excellent	No
<b>2004</b>	Below Average	Good	No

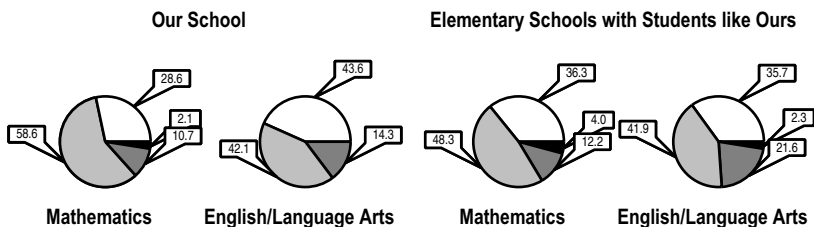
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

73.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	149	98.7	43.2	42.4	14.4	0.0	16.5	No	Yes
<b>Gender</b>									
Male	88	100.0	45.1	40.2	14.6	0.0	12.2		
Female	61	96.7	40.4	45.6	14.0	0.0	22.8		
<b>Racial/Ethnic Group</b>									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	144	99.3	43.5	42.0	14.5	0.0	16.7	No	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	111	99.1	44.2	44.2	11.5	0.0	21.2		
Disabled	38	97.4	40.0	37.1	22.9	0.0	2.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	98.7	43.2	42.4	14.4	0.0	16.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	98.7	43.2	42.4	14.4	0.0	16.5		
<b>Socio-Economic Status</b>									
Subsidized meals	143	98.6	44.1	41.9	14.0	0.0	16.2	No	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	149	100.0	28.6	58.6	10.7	2.1	18.6	Yes	Yes
<b>Gender</b>									
Male	88	100.0	34.1	51.2	12.2	2.4	17.1		
Female	61	100.0	20.7	69.0	8.6	1.7	20.7		
<b>Racial/Ethnic Group</b>									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	144	100.0	28.1	59.0	10.8	2.2	18.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	111	100.0	25.7	61.0	10.5	2.9	22.9		
Disabled	38	100.0	37.1	51.4	11.4	0.0	5.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	100.0	28.6	58.6	10.7	2.1	18.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	100.0	28.6	58.6	10.7	2.1	18.6		
<b>Socio-Economic Status</b>									
Subsidized meals	143	100.0	27.7	59.1	10.9	2.2	19.0	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	39	100.0	31.3	56.3	12.5	N/A	12.5
	<b>Grade 4</b>	42	100.0	46.2	48.7	5.1	N/A	5.1
	<b>Grade 5</b>	43	100.0	46.2	53.8	N/A	N/A	N/A
	<b>Grade 6</b>	44	100.0	26.8	56.1	17.1	N/A	17.1
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	30	93.3	35.7	32.1	32.1	N/A	32.1
	<b>Grade 4</b>	35	100.0	48.6	42.9	8.6	N/A	8.6
	<b>Grade 5</b>	52	100.0	44.2	51.9	3.8	N/A	3.8
	<b>Grade 6</b>	32	100.0	31.3	68.8	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	39	100.0	40.6	56.3	3.1	N/A	3.1
	<b>Grade 4</b>	42	100.0	38.5	51.3	10.3	N/A	10.3
	<b>Grade 5</b>	43	100.0	59.0	38.5	2.6	N/A	2.6
	<b>Grade 6</b>	44	100.0	24.4	65.9	7.3	2.4	9.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	30	100.0	16.7	66.7	16.7	N/A	16.7
	<b>Grade 4</b>	35	100.0	42.9	48.6	2.9	5.7	8.6
	<b>Grade 5</b>	52	100.0	36.5	55.8	7.7	N/A	7.7
	<b>Grade 6</b>	32	100.0	9.4	71.9	15.6	3.1	18.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 239)				
First graders who attended full-day kindergarten	81.8%	N/C	100.0%	100.0%
Retention rate	9.8%	Up from 9.7%	3.6%	2.7%
Attendance rate	98.6%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.2%		7.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	14.8%		6.2%	3.5%
Eligible for gifted and talented	0.0%	No change	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 8.3%	8.0%	8.2%
Older than usual for grade	8.8%	Down from 10.0%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	41.2%	Up from 28.6%	48.7%	51.4%
Continuing contract teachers	82.4%	Up from 71.4%	78.6%	87.5%
Highly qualified teachers**	100.0%	N/A	92.0%	95.0%
Teachers with emergency or provisional certificates	6.3%		3.7%	0.0%
Teachers returning from previous year	73.9%	Down from 75.4%	81.5%	86.7%
Teacher attendance rate	90.2%	Down from 96.1%	94.6%	94.9%
Average teacher salary	\$37,297	Up 9.4%	\$39,533	\$40,760
Prof. development days/teacher	18.5 days	Up from 14.8 days	13.6 days	12.4 days

School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.0 to 1	16.6 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 90.7%	88.8%	90.0%
Dollars spent per pupil*	\$6,887	Up 26.0%	\$7,105	\$6,044
Percent of expenditures for teacher salaries*	57.7%	Down from 62.9%	63.9%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	96.4%	Down from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At D.P. Cooper, our goal is to continue to provide a quality education for all students. We strive to ensure that all children are provided quality instruction through a literature-rich classroom environment, the use of hands-on manipulatives, character development, and writing across the curriculum. It is our desire to prepare all students to compete in a global society.

This year, students in child development through sixth grade participated in various after school programs for enrichment and acceleration. The students in child development through third grade participated in "Bridging The Gap" and SC Reads-Tutorial Assistance Subgrant (TAS), which provided assistance in Language Arts. Students in grades four through six participated in the afterschool "Homework Center," which provided help with homework across the curriculum.

Our parenting program continued to involve parents by presenting monthly parenting workshops on topics of interest to parents and on topics to assist parents in helping their children with homework. The Parenting Center served as a lending library for parents.

This year, writing served as the focus of professional development for teachers. Teachers were actively involved in professional development to assist in making sure that appropriate grade-level standards were taught. Teachers and assistants completed a writing course and participated in weekly "Curriculum Focus" meetings. All teachers participated in character development workshops and incorporated character development across the curriculum.

The administrators and teachers visited model schools and consultants were invited to share strategies in the areas of Mathematics and Languages Arts (Four Blocks Model). Co-curricular activities continue to support instructional programs, including Reading Counts and NCS Learn Computer Lab.

The PTA and School Improvement Council are continuing to assist the school in implementing its goals and helping to achieve its mission. We are truly "Building Brighter Futures" at D.P.Cooper Elementary. This year we received The Palmetto Gold Award, and we were named a "Flagship School" and recognized as the district winner of the Lieutenant Governor's Essay Writing Contest.

Lorene Bradley,  
Principal

Lorraine McCrea  
Chairperson, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	20	14
Percent satisfied with learning environment	70.6%	95.0%	71.4%
Percent satisfied with social and physical environment	70.6%	80.0%	50.0%
Percent satisfied with home-school relations	47.1%	100.0%	50.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.